R E P O R T R E S U M E S

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VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT SEMINAR. FINAL REPORT.

MISSOURI UNIV., COLUMBIA, COLL. OF EDUCATION

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SIXTY VOCATIONAL EDUCATION LEADERS FROM 18 STATES MET FOR A 2-WEEK SEMINAR IN JULY 1967 TO GAIN--(1) EXPERIENCE IN CONFERENCE LEADING AND OTHER LEADERSHIP TECHNIQUES, (2) AN INSIGHT INTO THE POSSIBILITIES AND RESPONSIBILITIES OF LEADERSHIP IN VOCATIONAL-TECHNICAL EDUCATION, (3) AN UNDERSTANDING OF TRENDS AND FUTURE DEVELOPMENTS, AND (4) AN INSIGHT INTO THE MANPOWER NEEDS OF THE NATION. MAJOR TOPICS PRESENTED WERE (1) "AN OVERVIEW OF VOCATIONAL-TECHNICAL EDUCATION" BY T.D. MCCORMICK, (2) "PLANNING A TOTAL PROGRAM OF VOCATIONAL EDUCATION" BY S.D. MCMILLIN, (3) "STATE PLANS AND PROJECTED PROGRAM ACTIVITIES" BY H. DUIS, (4) "TYPES AND SOURCES OF DATA NEEDED IN PROGRAM PLANNING" BY J.R. GUEMPLE, (5) "RECRUITMENT, PREPARATION, AND UTILIZATION OF VOCATIONAL-TECHNICAL MANPOWER" BY B.R. SHOEMAKER, (6) "CURRICULUM DEVELOPMENT FOR VOCATIONAL-TECHNICAL EDUCATION" BY U.M. BERNDT, (7) "VOCATIONAL GUIDANCE AND COUNSELING SERVICES" BY N.C. GYSBERS, (8) "PROGRAMS FOR PERSONS WITH SPECIAL NEEDS" BY B.H. KEMP, (9) "DEVELOPING LEADERSHIP THROUGH PROFESSIONAL ORGANIZATIONS" BY M.L. ELLIS, (10) "RESEARCH, EXPERIMENTATION, AND DEVELOPMENT" BY D.M. NIELSEN, (11) "WORKING WITH OTHER AGENCIES" BY R.F. JACOBSEN, (12) "FACILITIES AND EQUIPMENT FOR VOCATIONAL-TECHNICAL EDUCATION" A SYMPOSIUM, (13) "EVALUATION OF PROGRAMS OF VOCATIONAL-TECHNICAL EDUCATION" BY J.R. STROBEL, AND (14) "PUBLIC RELATIONS, LEGISLATION, AND INFORMATION" BY J.A. BEAUMONT. MEMBERS PARTICIPATED IN CONFERENCE LEADING TRAINING SESSIONS, BRAINSTORMING SESSIONS, TASK FORCE GROUPS, AND INFORMAL AND VOLUNTARY "TEST MEETINGS" IN WHICH THEY EXCHANGED IDEAS ON CURRENT TRENDS AND NEEDS. A DAILY PROGRAM, CONFERENCE EVALUATION FORMS, AND A ROSTER OF PARTICIPANTS ARE INCLUDED IN THE DOCUMENT. (WB)

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FINAL REPORT

VOCATIONAL-TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT SEMINAR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COLLEGE OF EDUCATION, UNIVERSITY OF MISSOURI

In Cooperation With

THE OFFICE OF EDUCATION

U.S. Department of Health, Education, and Welfare

UNIVERSITY OF MISSOURI

COLUMBIA, MISSOURI

JULY 9—JULY 21, 1967

VT004023

INTRODUCTION

The University of Missouri, in cooperation with the U. S. Office of Education, conducted a Leadership Development Seminar for Vocational-Technical Education on the campus of the University of Missouri, July 9-July 21, 1967. Sixty participants from eighteen states took part in the two-week training program.

The new Lewis and Clark Residence Center provided facilities for both housing and meeting space. Speakers representing the U. S. Office of Education, state directors and other members of state staffs, university and college personnel, U. S. Chamber of Commerce personnel, Employment Security personnel, and staff members presented a diversified and interesting program. Various leadership techniques were introduced to the participants by staff members at different sessions in order to involve the participants at the time each technique was presented. All sixty participants were most cooperative and congenial as they worked diligently on their various assignments. Their response and enthusiasm challenged the staff in keeping pace.

Informal and voluntary "test meetings" were conducted each evening during the second week where participants could exchange ideas on current trends and needs.

Social activities included an "Icebreaker" the first night, a picnic at Cosmopolitan Park, two luncheons and a week-end bus trip to St. Louis to see a St. Louis Cardinal-Pittsburg Pirates baseball game.

OPENING THE CONFERENCE

A warm welcome was extended to the participants by Dr. Bob G. Woods, Dean, College of Education, University of Missouri. He discussed the many educational programs being offered by the University on four different campuses. He emphasized the great need for leadership in vocational-technical education and displayed his interest by making it possible for several speakers to appear on the program.

The seminar staff and participants were introduced by Dr. H. H. London, Professor of Industrial Education, University of Missouri, and Director of the Seminar.

The Associate Director of the Seminar, David W. Berryman, discussed the overall plan of the Seminar. He emphasized the opportunity afforded each participant to fill the role of essential leadership and challenged each one to take full advantage of the opportunity.

The objectives of the Seminar were presented as follows:

1. To provide an opportunity for all participants to have experiences in conference leading and other leadership techniques.

2. To gain an insight into the possibilities and responsibilities of leadership in vocational-technical education.

3. To gain an understanding of trends and future developments in vocational-technical education.

4. To become better acquainted with regulations and procedures involved in the establishment and operation of total programs of vocational-technical education.

5. To gain an insight into the manpower needs of the nation.

6. To understand and accept the challenge for training individuals with special needs.

7. To become better acquainted with other agencies with which vocational-technical leaders must cooperate in the operation of their program.

8. To gain an insight into the necessity for evaluation of our programs and the methods and techniques for doing this.

SEMINAR STAFF

Director

H. H. London
Professor of Industrial Education
University of Missouri
Columbia, Missouri

Associate Director

David W. Berryman, Director
Vocational-Technical Education
Springfield, Missouri

Coordinator of Seminar Activities

Frank O. Drake
Instructor of Industrial Education
University of Missouri
Columbia, Missouri

Group Discussion Leaders

S. T. Brantner
Associate Professor of
Trade and Industrial Education
Pennsylvania State University
University Park, Pennsylvania

Edward Schwartzkopf
Associate Dean
Vocational Education
Lincoln Community College
Lincoln, Nebraska

Don R. Sheets
Assistant Director
Vocational-Technical Education
Kansas City, Missouri

RESOURCE PERSONNEL

John A. Beaumont, Director
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Board of Vocational Education
and Rehabilitation
Springfield, Illinois

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Curriculum and Instructional
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Program Services Branch
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U. S. Office of Education
Washington, D. C.

Burl Cummings
State Supervisor for
Manpower Training
Missouri State Employment Security
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Harold Duis
Assistant Director
State Vocational Services
Branch
Division of Vocational and
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U. S. Office of Education
Washington, D. C.

W. K. Dunton
Assistant Superintendent
Vocational-Technical Education
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Miss Mary L. Ellis
Director, Field Services
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Manpower Consultant
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Charles G. Foster
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Program Specialist for
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Byrl R. Shoemaker
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Joseph R. Strobel
Formerly State Director of
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Albany, New York

Joy O. Talley, Director
Vocational Rehabilitation
Missouri State Department
of Education
Jefferson City, Missouri

Merton Wheeler, Director
Industrial Education
Missouri State Department
of Education
Jefferson City, Missouri

SUNDAY, JULY 9

Registration

1:00-4:30 p.m. — Clark Hall, Library

"Icebreaker"

7:00-9:00 p.m. — Clark Hall
Girls Recreation Room

MONDAY, JULY 10

SESSION 1

Orientation

8:30-10:15 a.m. — Clark Hall
Girls Recreation Room

Presiding: H. H. London

Greetings: Bob G. Woods, Dean, College of Education, University of Missouri, Columbia, Missouri

Introductions:

H. H. London

Purpose and Plan of the Seminar

David W. Berryman

10:15-10:30 a.m. — Coffee Break — Clark Hall
Girls Recreation Room

10:30-12:00 a.m.

Topic: An Overview of Vocational-Technical Education

Speaker: Thaine D. McCormick, Regional Representative, Bureau of Adult and Vocational Education, Kansas City, Missouri

MONDAY, JULY 10

Questions, Answers, and Discussion

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MONDAY, JULY 10

SESSION 2

1:00-3:00 p.m. — Clark Hall, Girls Recreation Room

Presiding: Edward Schwartzkopf

Topic: Planning a Total Program of Vocational-Technical Education

Speaker: S. D. McMillen, Director, Program Planning and Development Branch, Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C.

3:00-3:15 p.m. — Break

3:15-4:15 p.m. — Case Study, Questions, and Discussion

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MONDAY, JULY 10

SESSION 3

7:00-9:00 p.m. — Clark Hall, Girls Recreation Room

Presiding: S. T. Brantner

Topic: Explanation of Task Force

Speaker: S. D. McMillen

Organization of Task Force Groups

David W. Berryman

TUESDAY, JULY 11

SESSION 4

8:30-10:15 a.m. — Clark Hall, Girls Recreation Room

Presiding: Don R. Sheets

Topic: Explanation and Demonstration of Structured Conference

Presenter: S. T. Brantner

10:15-10:30 a.m. — Coffee Break — Clark Hall, Girls Recreation Room

10:30-12:00 a.m.

Topic: Organization and Schedule of Conference Groups

Directing: David W. Berryman

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TUESDAY, JULY 11

SESSION 5

1:00-3:00 p.m. — Clark Hall, Girls Recreation Room

Presiding: Edward Schwartzkopf

Topic: State Plans and Projected Program Activities

Speaker: Harold Duis, Assistant Director, State Vocational Services Branch, Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C.

3:00-3:15 p.m. — Break

3:15-4:15 p.m. — Questions, Answers, and Discussion

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TUESDAY, JULY 11

6:00 p.m. Chicken Fry

Place: Cosmopolitan Park

WEDNESDAY, JULY 12

SESSION 6

8:30-10:15 a.m. Clark Hall
Girls Recreation Room

Presiding: S. T. Brantner

Topic: Types and Sources of Data Needed in Program Planning

Speaker: John R. Guemple, Acting Assistant Commissioner for Vocational Education, Texas Education Agency, Austin, Texas

10:15-10:30 a.m. Coffee Break Clark Hall
Girls Recreation Room

Reaction Panel

Panel: Don R. Sheets, Assistant Director, Vocational-Technical Education, Kansas City, Missouri

Burl Cummings, State Supervisor for Manpower Training, State Employment Security, Jefferson City, Missouri

James B. Karnes, Assistant Professor, Industrial Education, University of Missouri, Columbia, Missouri

Merton Wheeler, Director, Industrial Education, State Department of Education, Jefferson City, Missouri

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WEDNESDAY, JULY 12

SESSION 7

1:00-4:15 p.m. — Clark Hall, Conference Rooms B, 3, 5, and 7

Conference Leading Sessions

Groups	Conference Leaders
A	David W. Berryman
B	S. T. Brantner
C	Edward Schwartzkopf
D	Don R. Sheets

THURSDAY, JULY 13

SESSION 8

8:30-10:15 a.m. — Clark Hall, Girls Recreation Room

Presiding: David W. Berryman

Topic: Recruitment, Preparation and Utilization of Vocational-Technical Manpower

Speaker: Byrl R. Shoemaker, Director of Vocational Education, Department of Education, Columbus, Ohio

10:15-10:30 a.m. — Coffee Break — Clark Hall, Girls Recreation Room

10:30-12:00 a.m.

Brainstorming

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THURSDAY, JULY 13

SESSION 9

1:00-3:00 p.m. — Clark Hall, Girls Recreation Room

THURSDAY, JULY 13

Presiding: Don R. Sheets

Topic: Curriculum Development for Vocational-Technical Education

Speaker: William M. Berndt, Assistant Director, Curriculum and Instructional Materials Section, Program Services Branch, Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C.

3:00-3:15 p.m. Break

3:15-4:15 p.m. Questions, Answers, and Discussion

FRIDAY, JULY 14

SESSION 10

8:30-10:15 a.m. Clark Hall
Girls Recreation Room

Presiding: David W. Berryman

Topic: Vocational Guidance and Counseling Services

Speaker: Norman C. Gysbers, Associate Professor of Education, University of Missouri, Columbia, Missouri

10:15-10:30 a.m. Coffee Break Clark Hall
Girls Recreation Room

10:30-12:00 a.m.

Reaction Panel

Panel: E. W. Dunton, Assistant Superintendent, Vocational-Technical Education, Special School District of St. Louis County, Rock Hill, Missouri

Charles G. Foster, Director, Guidance Services, State Department of Education, Jefferson City, Missouri

FRIDAY, JULY 14

Seminar Participants: Howard Avery
M. E. Fairchilds

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FRIDAY, JULY 14

SESSION 11

1:00-4:15 p.m.

Clark Hall
Conference Rooms
B, 3, 5, and 7

Conference Leading Sessions

Groups	Conference Leaders
A	David W. Berryman
B	S. T. Brantner
C	Edward Schwartzkopf
D	Don R. Sheets

MONDAY, JULY 17

SESSION 12

8:30-10:15 a.m.

Clark Hall
Girls Recreation Room

Presiding: Edward Schwartzkopf

Topic: Programs for Persons with Special Needs

Speaker: Miss Barbara H. Kemp, Program Specialist for Persons with Special Needs, Program Planning and Development Branch, Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C.

10:15-10:30 a.m. Coffee Break

Clark Hall
Girls Recreation Room

MONDAY, JULY 17

10:30-12:00 a.m.

Listening Team

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12:00 N. LUNCHEON MEETING

Presiding: H. H. London

Topic: Developing Leadership Through Professional Organizations

Speaker: Miss Mary L. Ellis, Director, Field Services, American Vocational Association, Inc., Washington, D. C.

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MONDAY, JULY 17

SESSION 13

1:00-4:15 p.m. Clark Hall
Conference Rooms
B, 3, 5, and 7

Conference Leading Sessions

Groups	Conference Leaders
A	David W. Berryman
B	S. T. Brantner
C	Edward Schwartzkopf
D	Don R. Sheets

TUESDAY, JULY 18

SESSION 14

8:30-10:15 a.m. Clark Hall
Girls Recreation Room

TUESDAY, JULY 18

Presiding: Don R. Sheets

Topic: Research, Experimentation, and Development

Speaker: Duane M. Nielsen, Director, Educational Resources Development Branch, U. S. Office of Education, Washington, D. C.

10:15-10:30 a.m. Coffee Break — Clark Hall Girls Recreation Room

10:30-12:00 a.m.

Buzz Session

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TUESDAY, JULY 18

SESSION 15

1:00-3:00 p.m. — Clark Hall Girls Recreation Room

Presiding: S. T. Brantner

Topic: Working with Other Agencies

Speaker: Robert F. Jacobsen, Educational Director, U. S. Chamber of Commerce, Washington, D. C.

3:00-3:15 p.m. Break

3:15-4:15 p.m.

Panel Discussion

Panel: Marvin R. Fielding, Manpower Consultant, Technical Advisory Office, Jefferson City, Missouri

James E. Holland, Coordinator, Off-Campus Extension Program, Associate Professor of Extension Education, University of Missouri, Columbia, Missouri

Burl Cummings, State Supervisor for Manpower Training, State Employment Security, Jefferson City, Missouri

TUESDAY, JULY 18

Joy O. Talley, Director, Vocational Rehabilitation, State Department of Education, Jefferson City, Missouri

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WEDNESDAY, JULY 19

SESSION 16

8:30-10:15 a.m. — Clark Hall, Girls Recreation Room

Presiding: S. T. Brantner

Topic: Facilities and Equipment for Vocational-Technical Education

Symposium: David W. Berryman
Edward Schwartzkopf
Don R. Sheets

10:15-10:30 a.m. — Coffee Break — Clark Hall, Girls Recreation Room

10:30-12:00 a.m.

Questions and Answers

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WEDNESDAY, JULY 19

SESSION 17

1:00-4:15 p.m. — Clark Hall, Conference Rooms B, 3, 5, and 7

Conference Leading Sessions

Groups	Conference Leaders
A	David W. Berryman
B	S. T. Brantner
C	Edward Schwartzkopf
D	Don R. Sheets

THURSDAY, JULY 20

SESSION 18

8:30-10:15 a.m. — Clark Hall, Girls Recreation Room

Presiding: David W. Berryman

Topic: Evaluation of Programs of Vocational-Technical Education

Speaker: Joseph R. Strobel, formerly State Director of Vocational Education, Albany, New York

10:15-10:30 a.m. — Coffee Break — Clark Hall, Girls Recreation Room

10:30-12:00 a.m.

Round Table Discussion

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THURSDAY, JULY 20

SESSION 19

1:00-3:00 p.m. — Clark Hall, Girls Recreation Room

Presiding: Edward Schwartzkopf

Topic: Public Relations, Legislation, and Information

Speaker: John A. Beaumont, Director, Vocational and Technical Education Division, Board of Vocational Education and Rehabilitation, Springfield, Illinois

3:00-3:15 p.m. — Break

3:15-4:15 p.m.

Buzz Session

FRIDAY, JULY 21

SESSION 20

8:30-10:15 a.m. — Clark Hall, Girls Recreation Room

Presiding: S. T. Brantner

Topic: Task Force Report

Presenters: To be chosen by committees

10:15-10:30 a.m. — Coffee Break — Clark Hall, Girls Recreation Room

10:30-12:00 a.m.

Topic: Task Force Report (continued)

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FRIDAY, JULY 21

SESSION 21

12:00-2:45 p.m. — Clark Hall Dining Room

LUNCHEON MEETING

Presiding: H. H. London

Topic: Closing Details

Administration of Seminar Evaluation Form

Remarks of Conference Leaders and Directors

Presentation of Certificates

Instructions for Return Travel Allowance

TOPIC: An Overview of Vocational-Technical Education

Thaine D. McCormick
Regional Representative
Bureau of Adult and Vocational Education
Kansas City, Missouri

In preparing to discuss an overview of vocational-technical education, I have selected five key words and phrases to portray such an overview.

The first of these is programs versus people. The development and maintenance of an educational program to meet the needs of the individual is a major segment of the economy. In observing political campaigns and the budgeting of tax money, you will usually find that education is one of the major issues. The earlier programs of federal aid to education, including those in vocational education, were program oriented. In the Vocational Education Act of 1963, it does not address itself to programs but addresses itself to people, the needs of people, and the needs of the basic segments of our economy as it is related to people.

The next key phrase is cooperation and coordination. We find ourselves trying to fit our activity into a total program of education. We can no longer claim to be the only ones involved in the training of people for occupations because there are other agencies now in the picture. To retain the major responsibility for training, we must now become involved with other agencies and other groups such as CAMPS. The total program now requires the cooperation and coordination of all these agencies.

With all of these changes has come the need for a change in administrative structure--my third key phrase. This change has been brought about by expansion both horizontally and vertically. The initial change in administration came about at the U. S. Office level. From there we went to regionalization, which still causes a lot of controversy and discussion. Nevertheless, it has been the history of organizations both in and out of government that when you expand, it requires divisionalization.

The next point in terms of functions and people is the fourth phrase--specialist versus generalist. As we begin to recruit staff, it is with considerable anxiety and discussion as to whether this staff should be specialist or generalist. When you say specialist to one person, it means one thing and to another person it means something else. You still don't hire a person with no background in vocational agriculture to go out and assist the state supervisor

in agriculture. To function effectively in our new vocational education approach, he must be an educator first and a vocational agriculture man second. He is considered a specialist with general capabilities that he will need to perform his function. It goes back to this thing I have always said--that if you are to prepare yourself for positions of leadership in vocational education, you need to devote some of your studies, your attention, and your effort to becoming a sound educator; then develop specialty fields where depth is being required more than ever.

My last guideline, and one that was sort of an afterthought, is evaluation. I note by your program that an entire session will be devoted to this vital segment of the total overview. In brief, I would say that only through proper evaluation can we be sure that we have met the needs of people as called for in the Vocational Education Act of 1963.

TOPIC: Planning a Total Program of Vocational-Technical Education

S. D. McMillen, Director
Program Planning and Development Branch
Division of Vocational and Technical Education
U. S. Office of Education
Washington, D. C.

Program planning and development is not new to our society. What is new is that the activities have become more complex; the magnitude of programs has expanded enormously; and the funds of all programs have greatly expanded, necessitating immediate and long-range development and planning at all levels of responsibility.

Organized, comprehensive, immediate, and long-range planning in top management circles is largely a post-war development pioneered by private industry. It is recognized and generally agreed that the two decades since the end of World War II, 1946-1967, encompasses a period in the explosion of human knowledge and progress exceeding the previously recorded history of mankind.

A concise definition of planning is one used by Secretary of Defense McNamara: "Planning is simply a systematic appraisal and formulation of your objectives and of the actions that you believe necessary to achieve those objectives." Planning, used in the foregoing sense, is not merely forecasting or prediction of the future. It is not solely the projection of current programs or their costs. Neither is planning a process that deals only with future effects of present decisions. Planning is largely a job of making things happen that would not otherwise occur. Principles of planning must be related to decision-making processes; it must have the support of top management; it must formulate goals for all groups; it must permeate organization and assist with obtaining goals; it must formulate program and procedural policy; and it requires proper timing and scheduling.

Planning is a frame of mind, a new way of looking at problems, a viewpoint, rather than a tool or technique. While it is one of top management's most important responsibilities, it is dependent for success upon the participation of all management levels in the formulation of plans and in their execution.

Planning as framework for decision making is very important, yet it usually runs second to operation in terms of priority. Consequently, the administrator who is a doer often gets in a position where he reacts to, rather than influences, events. Comprehensive planning keeps goals and

objectives in the forefront and stresses factors involved in reaching them.

The planning process should make all members of an organization planners in themselves and work toward achieving the major goals and objectives of the organization. Planning is done by an organization as a whole, not by a small group of gifted individuals.

Elements of planning must be included in fiscal matters. This would include current data, long range, labor force, educational forecasts, etc. The same procedures should be followed in facilities planning, personnel planning, consultative services, teacher education, curriculum development, research, and guidance.

Principles of effective planning require more than new staff or procedures; there are principles which are useful in the nature and structure of planning. These include:

1. Planning which is not related to the decision-making process and does not have the support of top management will be ineffective.

2. Planning formulates the goals necessary for meaningful group action throughout the management cycle.

3. Effective planning requires the formulation of policy for procedures and programs.

4. The planning process must contribute to the accomplishment of objectives and just permeate the organization.

5. A plan held close to the breast of the administrator will have little positive effect on current operations. Adequate communication of goals, objectives, planning premises and data, choices, and program designs are required throughout all levels of an organization.

6. Planning requires adequate and proper timing, including the scheduling of key events.

Never in the history of vocational-technical education have we faced the multiplicity of problems and the need for immediate and long-range planning at the Federal, State, and local levels.

TOPIC: State Plans and Projected Program Activities

Harold Duis, Assistant Director
State Vocational Services Branch
Division of Vocational and Technical Education
U. S. Office of Education
Washington, D. C.

Legislation Pertaining to Vocational Education

In each vocational program operated cooperatively between the federal and state governments, the State Board for Vocational Education has been designated as the sole agency responsible for the administration of the program. The State Director of Vocational Education has the administrative responsibility for the State Board. Each state submits a plan for the purpose of establishing criteria and procedures for the operation of vocational programs in the state. Commencing with the Smith-Hughes Act of 1917, there has been a strong federal-state relationship. State and local dollars available for matching purposes in the states have increased rapidly over the past fifty years. In 1964 this relationship was $1 federal funds to $5.05 state and local funds. In 1965 this ratio was $1 to $3.02, and in 1966 it was $1 to $2.38.

Many pieces of legislation have been enacted by Congress for the promotion and development of vocational and technical education. In each act, the Federal Congress has identified the educational objectives to be reached; and use of federal funds directed to meet these objectives. In each instance, the federal grants to states are for the purpose of administering and operating vocational education programs.

The Vocational Education Act of 1963 identified the State Board of Education, as was done in the Smith-Hughes Act. The main features of the new act are:

1. Maintain, extend, and improve vocational programs
2. Construction of area vocational schools
3. Work-study programs
4. Research.

Section V of the new Act makes provisions for the State Plan to include a State Board or Advisory Council composed in accordance with the Act. The criteria for selecting persons to serve include actual experience and work in or association with an institution of higher education's vocational education programs.

The Act provides for allocating funds for various purposes with consideration given to:

1. Vocational education needs of persons of all age groups in all communities and results of periodical evaluation of vocational education programs in light of manpower needs and opportunities.

2. The need for maintaining, extending, and improving existing programs and developing new programs.

Various criteria have been established for the allocation of funds to meet these various purposes.

The Act also forms a basis for the State Plan Guide in the following:

1. Minimum qualifications of personnel and staff organization

2. Cooperative arrangement with public employment offices

3. Fiscal control and fiscal accounting procedures

4. Terms and conditions for construction projects

5. Reports.

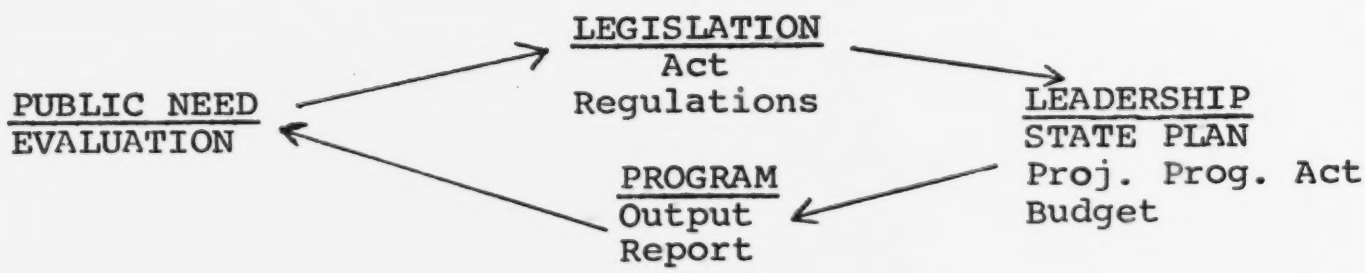
Regulations

The regulations interpret the Acts and provide a basis for developing state plans geared to these Acts in the administration and expenditure of federal funds. Matching provisions are identified in the 1963 Act, George-Barden Act, and Smith-Hughes Act.

Projected Program Activities

Each state must annually submit a statement describing its total program of activities for maintaining, extending, and improving vocational education in the state and the estimated expenditures to implement its programs. This, in effect, should reflect a balanced total program for all persons, communities, occupations, and institutions.

Tools of Administration



TOPIC: Types and Sources of Data Needed in Program Planning

John R. Guemple
Acting Assistant Commissioner for Vocational Education
Texas Education Agency
Austin, Texas

Progressive societies have always had vocational education among those elements essential to survival. Regressive societies have neglected the productivity and, therefore, have forgotten the worth of the individual and have failed to survive. As a matter of fact, all of man's greatest material creations have been made possible by man's ability to communicate in an organized way to others the ability to produce. Vocational education has been a growing element of American education since 1863.

Vocational educators everywhere talk about "our philosophy of vocational education." The word philosophy has many interpretations; the simple approach to defining "philosophy" is that it means what one believes about vocational education. We need a sound program based upon a sound philosophy of vocational education. It wouldn't be correct to assume that our present vocational programs are doing all that needs to be done. Improvement of vocational education may be our best collective contribution toward the future success of education as a whole.

A study of the history of philosophy of vocational education will reveal answers which will be our fundamental beliefs. Out of this philosophy will come our principles of operation. Ever-changing factual information will cause changes in our philosophy, and subsequent changes in our principles of operation.

Vocational education is an organized educational program through which individuals are taught the skills and knowledge useful for gainful employment in an occupation chosen by the individual and recognized by society. By definition, this answer would restrict us to that which can be identified as the skills and knowledge peculiarly useful in an occupation. However, we should consider ourselves free to include whatever is needed, from whatever source it may be available, in order to have the student achieve successfully in employment. The types of occupations for which we should train our students are the same ones which we have had since the industrial revolution. The real change is in the nature of work, the sophistication of equipment, and the kinds and amounts of knowledge required to stay up to date in existing occupations.

The course content in a vocational curriculum should include a value system in relation to the occupational structure of our society. This has developed because of the

differences of time required to reach occupational competency. Another problem which we face with respect to value systems concerns value assigned to courses or subjects in school and by the school. This value should be determined in relation to student needs.

How are we going to achieve the objectives of vocational education? We should not try to rediscover the field of vocational education, but should benefit by the many things that have been tried and that have stood the test of time. No one would claim that we have yet reached the ultimate in matters of techniques and procedures for accomplishing the aims of vocational education. But as long as there can be some agreement as to what the goals of vocational education are, there is ample room for variations in the methods of achievement.

TOPIC: Recruitment, Preparation, and Utilization of Vocational-Technical Manpower

Byrl R. Shoemaker
Director of Vocational Education
Department of Education
Columbus, Ohio

The problem of recruitment, preparation, and utilization of manpower is too broad to analyze in any detail by occupational area in the allotted time. The total problem includes agriculture, business and office, distributive, home economics, trade and industrial, MDT, health, the less able skilled and technician development, institutional, cooperative, high school youth, unemployed out-of-school youth and adults, apprenticeship, and upgrading.

The total problem is effected by the concept of the vocational program. The factors involved are skills, technical knowledge, and general education. To these you can add basic education and rehabilitation; however, vocational education is the core program. The problem that now applies to all vocational services is that "You can't teach what you don't know." Formerly, qualification of teachers in agriculture, business, home economics, and distributive was based on college training, while trade and industrial was industrial experience centered. Under the new vocational act qualifications in all areas are now occupational experience centered. Where teachers formerly needed to be college trained, we are now providing preparation through pre-service training, in-service training, workshops, and internships.

There are many techniques for obtaining teachers from occupational fields. We still recruit from professional colleges for business and distributive teachers. In addition to this source, another one for teachers in agriculture is through FFA activities and teacher promotion among the students. The armed forces and industry retirees provide a good source for recruitment. We should join forces with the universities and should promote more technical training centers. All of these techniques are made possible through additional funds from the Higher Education Act, Vocational Education Act of 1963, amendments to the Act, and other federal grants.

More research is needed for quality teaching. Where research projects have been undertaken, they have been found to be very worthwhile. It has been found that teacher personality had a direct relation to good teaching, that local supervisor's ratings are an indicator of learning success, and that experience is the most valuable factor. "You can't teach what you don't know; no teacher, no program."

TOPIC: Leadership Behavior

Byrl R. Shoemaker
Director of Vocational Education
Department of Education
Columbus, Ohio

What is leadership? Over the years many people have been concerned about this, and we have had some rather odd concepts about the area of how you look for and select a leader. In years past many physical traits were used to predict leadership qualities in an individual. There is no research at all which will substantiate any such beliefs. From the physical traits we then moved into the halo concept. If you happen to be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent, you must be a leader. There, however, is no research to prove that the trait approach to leadership is worth a dime.

The Air Force invested quite a bit of money into leadership studies. They gave up on the trait approach and decided to forget about leadership per se and to concentrate on leadership behavior. They took about sixteen factors in which they looked at what the superior said about the man and at what his subordinates said. When they finished, they came up with only two leadership qualifications, and seemingly these two are in conflict. One of them is the ability to initiate structures, and the second is the ability to show consideration for those with whom you work. To see if these factors applied to education, a study was made by Dr. Rowe Campbell involving fifty superintendents of schools. After the investment of the Air Force and subsequent research studies, the whole procedure stopped with this question: How does one get that way?

One of the known leadership types is the authoritarian. He knows where he is going; how he is going to get there; and he doesn't care what anyone else thinks. This type of person can be successful in a leadership role, but the efforts of the organization are going to be limited by his abilities and the future of the organization when he leaves will be in doubt. This type of leadership does not perpetuate a sound organization.

A second type of leader is the laissez faire type of person. He very seldom gets into trouble unless he finds groups that are diametrically opposed and he can't keep them separated, but his idea is, "Let's not cause any trouble now." Laissez faire--let it flow; whichever way it will go, that's the way we will go.

We all teach the next type of leadership, the democratic type. In the group to which you are providing leadership,

there are ideas, concepts, and abilities from the group that can be drawn on to improve the total operation. To be successful, you must have a group who is able and willing to participate in a democratic process. The group must be ready to accept this process.

The next process is my own, and that is the democratic manipulator. He manipulates the answers before they happen and makes the people think that they are participating in the decision. The key is: Which is your central theme? Which is your central approach to leadership in your group? Where do your abilities lie in this type of situation? You are in training, either in a leadership role, as most of you are, or preparing to go into a leadership behavior role. How do you get there? I think perhaps as we understand the concepts and as we understand the research that exists we can do our job or at least accept our role.

TOPIC: Curriculum Development for Vocational-Technical Education

William M. Berndt, Assistant Director
Curriculum and Instructional Materials Section
Program Services Branch
Division of Vocational and Technical Education
U. S. Office of Education
Washington, D. C.

The rate of technological change is such that there is an ever-increasing need for more and better instructional materials, teacher training, program evaluation, supervision, research, etc. Times of national crisis point up the importance of well-prepared, current, and valid instructional materials. The Vocational Education Act of 1963 has broadened and expanded course offerings in most areas. The need created by any one of the prior mentioned changes is great; and when the three are combined, the load is tremendous.

GUIDES PRODUCED

Program Services Branch
Division of Vocational and Technical Education

Fiscal Year	Total $	Number of Contracts	Product Guide or Other Product
1963	$ 66,226	5	13
1964	96,202	9	26
1965	333,881	24	25
1966	472,288	21	22
1967	298,857	12	33
	$1,267,454	71	119

Guides completed by contract - 56
Guides in progress by contract - 63
Number of guides in print - GPO - 17
Guides at GPO - 12

The preceding chart presents a picture of the guides produced by the Program Services Branch, Division of Vocational and Technical Education during the years as listed. The decrease in contracts during the 1967 listing was due to cut in budgeted funds. By the end of December, 1967, there will be 28 more guides ready for printing and ten more should be printed.

Some examples of new guides presently in the developmental or printing stages are: Industrial Radiography, Numerical Control, Waste Material Technology, and Laser Technology. Also in the Manpower Development and Training area a few new guides to be considered would be those such as: Motivating the Financially Disadvantaged, Recreational Leadership, and Computer Systems Operator. In the Manpower area there are also five films presently being developed to aid in helping disadvantaged and various ethnic groups.

The possibilities of using the ERIC System for distributing materials was outlined. This can be used by all services and will make listings in all areas available. Prior to this, the only service publishing a guide was Trade and Industrial Education.

A concentrated joint state and federal effort in the instructional material area is necessary. In order to determine total needs, the desires of each state must be tabulated. There is also a great need for both writers and contractors to produce materials after needs are known.

This year a National Curriculum Materials Conference was held in Kansas City, Missouri. The benefits of this were evident, and another such conference is tentatively planned for 1968.

In summary, the rapid development of technology, employment conditions, and ever-expanding vocational programs are placing increasing demands upon all the facilities producing instructional materials. The need for the utopia of "instant" instructional materials was never greater.

TOPIC: Vocational Guidance and Counseling Services

Dr. Norman C. Gysbers
Associate Professor of Education
University of Missouri
Columbia, Missouri

Vocational guidance is aiding individuals in their search for self, aiding youth to maximize their potential, and helping the person to accept himself and his place in the world of work. Vocational guidance is involved with people orientation and motivation. The people responsible for this service are people related to occupations, to employment activity, and to careers. In either instance, the emphasis is on a vocation which gives to life a purpose or mission. A person should possess "purposefulness" and be able to see what he is doing.

In dealing with the individual, attention is given to a system of needs, including physiological and psychological needs. Behavioral patterns are related to experience--repository, capacity, perception, and recall--and to learning--conclusions, generalizations, and behavioral change. Guidance people aid the individual in his freedom of choice of a vocation. In this function he provides some inefficiency, risk taking, possibility of failure and makes comparisons of competition. In no case should the counselor tell an individual that he cannot take a particular course.

In the counseling process the counselor should possess as much vocational experience as possible to broaden the base of experience in order to make more decisions through vicarious and actual experience. He must have the ability to relate back to experience and assess the value in a decision-making role. His main purpose is to develop his experience repertoire through actual relation to behavioral change and career consciousness and thereby develop job competency. Throughout this process he must be able to develop an awareness of employment changes and to realize that all employment is not permanent.

All vocational development has an effect on experience repertoire, such as:

1. Variables that affect vocational experience
2. Deeper looks into meaning
3. Not forcing all students to make early choices
4. Occurrences of job mobility
5. Not 100 per cent placements or 100 per cent who fit into occupations.

The road to solution whereby all must fit together is that total education must be a whole with student-centered programs.

TOPIC: Programs for Persons with Special Needs

Miss Barbara H. Kemp
Program Specialist for Persons with Special Needs
Program Planning and Development Branch
Division of Vocational and Technical Education
U. S. Office of Education
Washington, D. C.

Guidelines recommended for developing programs for special needs indicate that states should examine their philosophy to identify and communicate their abilities to public and private agencies, to assist in the education of persons with special needs, and to establish priorities for training in vocational education. States should be alert, aware, and sensitive to the various public and private agencies which have provisions and funds plus the willingness to cooperate in serving persons with special needs. Cooperation could be in:

1. Supervision
2. Finance
3. Accepting and making referrals
4. Consultation
5. Research

Financing should be accomplished by using existing programs of effort to match Vocational Education funds, possibly by support through State School Foundation Programs. Ancillary funds should be used to finance special needs and may be matched by over-matching funds from other purposes. One hundred per cent funding for 1-3 years should be put up to make sure a program is well funded before it is left to be self-supporting. Title I funds may be used for administrative salaries to develop programs. Cross financing should be provided by Vocational Education. The matching requirements of Vocational Education Act of 1963 should be modified.

Organizational training should be provided in those vocational areas for which there are current and future employment needs. This concern should be primarily within the local community, but it may take into consideration the possible mobility of trained workers. Counseling services should be intensified and focused on persons with special needs. An Advisory Council consisting of business, industry, labor, educators, parents, and students should assist in the planning, development, and evaluation of programs. Vocational training may require compensatory activity in basic education skills as well as assistance in psycho-social adjustment. Vocational education for persons with special needs should include cultural enrichment. In order for this type of program to be effective for persons with special needs, it seems that the learners must compensate

for a previous atmosphere of failure by having experiences that provide immediate and long-range success.

Administrative structure suggests that a person should be appointed full time at the State level within the Vocational Division. He should have the specific responsibility for programs for persons with special needs. This person should have the authority and administrative backing sufficient to carry out the operation and promotion of the program. A committee should be established to assist with program planning and coordination and to assist the State staff person responsible for persons with special needs. Each vocational service area should be responsible for those special programs that involve their respective responsibilities, and they should work cooperatively with other service areas and agencies in multi-occupational programs. The State staff member and coordinating committee should work with student organizations such as FFA and FHA in providing similar services for disadvantaged persons, and they should be knowledgeable about all Federal and State legislation pertaining to disadvantaged persons.

Relationships with local administrative units should provide for establishing contact with personnel at all levels and see that the concept of "special needs" is understood by all. They should be able to document the need for suggested programs. Adequate staff at the State level should be available to carry out the programs undertaken. Advisory Committees should be used effectively in the programming and execution of *programs. Careful consideration should be given in the selec*tion of personnel to their effectiveness rather than their academic achievement. Each State Department of Education should lead the way in the involvement of the local school unit in promoting special needs programs by:

1. Making data available on funding and activities

2. Establishing quality programs which can be followed as models

3. Developing leadership at the local level to handle special needs programs.

TOPIC: Developing Leadership Through Professional Organizations

Miss Mary L. Ellis, Director
Field Services
American Vocational Association, Inc.
Washington, D. C.

The role of vocational education is changing--like everything else--for these are changing times and vocational educators must be able to meet the challenge of change. In this dynamic change-over, in which all things are characterized by expansion and growth, the public expects us to have employees who are prepared to move and grow. Vocational education needs highly motivated people who understand well what is going on in the world around them. We must re-educate ourselves and re-evaluate our assets so that we can be of the most assistance in retraining and rechallenging students, both young and old, to develop the abilities and skills needed to earn a living wage.

The unskilled and unschooled have become a prime concern throughout our nation. For the first time in history, our nation has a commitment to provide vocational education for all those who need or want such education. We have a national policy to eradicate poverty and to enable every family to have a decent living. We are committed to a national goal of education for all; universal education is no longer a lofty ideal--it is a necessity for survival.

The American Vocational Association represents that segment of American education which is committed to the principle of occupational choice and to the task of training those who choose the vocational role. Our members are dedicated to the proposition that the worker as well as the scholar must be educated to the top of his mental ability. We are pledged to serve all who can profit from our teachings. Our doors are open to learners of every level of ability, including the slow learner and the acadmically talented.

We cannot expect people to be trained for a lifetime of work without retraining and upgrading necessary to keep current of job requirements. We are told that an individual may now be expected to be retrained from five to seven times during his working lifetime. More needs to be done in the entire area of prevocational and exploration programs concerning the world of work. Every student should recognize what the world of work is all about and what his responsibilities and obligations are to his employer and society.

Typical activities that can help vocational education to fulfill its obligation to American society are:

. . . Encourage and support the expansion and establishment of prevocational and exploratory programs in the schools.

. . . Expand vocational education opportunities for not only in-school youth but for adults who may need training and retraining.

. . . Provide enough different kinds of training programs so that students may have a choice of occupational training which is compatible with their interests and abilities.

. . . Establish active, working advisory committees for every vocational offering provided in your state.

. . . Encourage business, industrial, and civic leaders to visit vocational programs. See that vocational teachers and counselors visit with business, industrial, and civic leaders to acquire first-hand knowledge of new trades, technologies, equipment, and employment practices.

. . . See that the vocational counselor understands the world of work and knows about employment opportunities for vocational education graduates.

TOPIC: Research, Experimentation, and Development

Dr. Duane M. Nielsen, Director
Educational Resources Development Branch
Division of Adult and Vocational Research
U. S. Office of Education
Washington, D. C.

Leadership can be considered to be the "cutting edge" in vocational education. Vision is necessary today more than ever before. The changing times present a tremendous challenge to leadership. Leaders will need to exhibit much creativity and also maintain the attitude of building for better tomorrows--not living in dead yesterdays. In vocational education we must gear our contributions to rapidly evolving society.

Each statement made concerning general vocational educational leadership can also be applied to Research and Development leadership. There is a need for personnel and leadership in this area for we must try to narrow the gap between ideation and application. Problems must be approached with realism, weighing past experiences, considering new ideas, and implementing a workable combination whenever possible.

We have experienced more change during the last twenty years than during all the rest of time. We are engulfed by technological change. The knowledge, population, and social explosions have created many unstable situations, such as student unrest, job pattern changes, changing work concepts, and social unrest. It has been said that we may see a 20-hour work week in which two per cent of the population will be employed. If this condition evolves, millions will have to adjust to leisure time activities. Such conditions will challenge research far beyond the mechanics of what and how to teach. No one has a better opportunity to reach, challenge, and help individuals to live a full productive life than vocational educators.

Research must find better ways to impart salable skills and at the same time prepare a person for a satisfying and useful role in our society. We should no seek change just for the sake of change, but only in search of improved and more efficient methods and materials.

The Division of Adult and Vocational Research supports a broad spectrum of research and development programs under Section 4 (c) of the Vocational Education Act of 1963 (P.L. 88-210). These programs are designed to help present and prospective members of the labor force acquire the basic knowledge, skills, and personal characteristics necessary to insure continuous and satisfactory work careers. There

are three categories of projects appropriate for submission and they are:

1. Research
2. Training
3. Experimental-development programs.

Projects will be evaluated in terms of:

1. Basic significance or general applicability
2. Soundness of the research design
3. Adequacy of the personnel and facilities
4. Economic efficiency of the projects.

These projects may deal with preparation for any occupation requiring less than a bachelor's degree and also with adult and continuing education. Constant efforts through research are made to strengthen vocational education at every level with particular emphasis being placed on the needs of young people from economically depressed situations. The research program also encourages the interdisciplinary approach. Grants for research may be made to colleges, universities, other public and nonprofit agencies, state departments of education, and local educational agencies (through concurrence of the State Board for Vocational Education).

Specific areas of research needs for the fiscal year 1967 are:

1. Program evaluation
2. Vocational education curricula
3. Vocational education resources development
4. Vocational guidance and career choice processes
5. Adult and continuing education.

Monies are also available to conduct summer and other training institutes for:

1. Vocational education teachers
2. Vocational education counselors
3. Vocational education administrators
4. Other related personnel.

Proposals may be submitted at any time to D. A. V. R. and the procedures are listed in "Support for Research and Related Activities." They are reviewed by outside field readers and/or consultants who assist Division Staff in evaluating each proposal. Grants under $10,000 will be administered by regional offices. These application procedures for small grants are outlined in "Small Project Research."

TOPIC: Working With Other Agencies

Robert F. Jacobsen
Educational Director
U.S. Chamber of Commerce

A significant place to begin in discussing this topic seems to be the Manpower Training Act of 1962. Through this training program, manpower advisory committees have been operating at the national, regional, state and local levels. These committees, made up of people from other agencies, have done much to effect vocational education through their deliberations. Interest in and need for vocational education has been generated throughout American communities as a result of training programs under M.D.T.A.

In the Vocational Education Act of 1963 emphasis is placed on cooperation with other agencies. For example, the Act states, "Vocational education agencies will cooperate with public employment offices in an interchange of information regarding prospects of employment and qualifications of persons trained in vocational education courses." The Act also calls for the use of advisory and review bodies in the operation and evaluation of vocational education programs.

In view of these new Acts of Congress, we should now consider the following questions:

1. How representative are Vocational Education Advisory Committees?
2. To what extent do you involve other agencies with interests in manpower training, employee recruitment and employee selection in your Vocational Education Advisory Committee work?
3. In what ways do your Vocational Advisory Committees appraise the causes of unemployment? Job failure? School dropouts?

During hearings conducted before the House Education and Labor Committee there was much concern over the lack of coordination between the Manpower Development and Training Act, the war on poverty, and other training programs. Do not such remarks have significance to vocational education people? Are you aware of any duplication, overlap, or waste? As most of you are aware, CAMPS was brought onto the scene in March of this year. This is the Cooperative Area Manpower Planning System, which has been designed to prevent duplication, overlap, and waste. This is another opportunity for vocational education people to work with other agencies.

It is the feeling of Congressman Pucinski that the development of a comprehensive vocational education program will allow the phasing out of programs such as the Job Corps and Neighborhood Youth Corps in a few years. What are you doing to make this "phasing out" possible? What course changes are being made? What is being done to reach those that were missed in years gone by? Perhaps the Job Corps and the Neighborhood Youth Corps should

become a challenge to do better rather than look upon them as competitors.

Many people have voiced the opinion that job training programs are bogged down in a morass of unmanageable administrative machinery, miss their targets, overlap and duplicate their efforts, provide insufficient education. Too many people are involved in seeking the same recruits for their training programs. Once again, it is evident that vocational education people need to work closely with other agencies.

How can we work with other agencies? Let's begin with that agency called Business. Perhaps in your town it is spelled Chamber of Commerce. Following are ways I would suggest you build cooperation - achieve coordination of efforts.

1. Invite participation; your advisory committee mechanism makes this easy.
2. Make yourself a part of the business community.
3. Talk manpower problems; find out what employment problems are bothering employers.
4. Talk success. Know young people who are succeeding. Recognize the help they received. Be positive.
5. Follow through. There are many more "first annuals" than "second annuals." Follow through is a trait business leaders appreciate. Follow through wins friends and earns support for future activities.

TOPIC: Facilities and Equipment for Vocational-Technical Education

Symposium: David W. Berryman, Director
Vocational-Technical Education
Springfield, Missouri

Don R. Sheets, Assistant Director
Vocational-Technical Education
Kansas City, Missouri

Edward Schwartzkopf, Associate Dean
Vocational Education
Lincoln Community College
Lincoln, Nebraska

Never in the history of Vocational Education has it been so imperative for professional vocational educators to be well versed in the subject area covered by the above title. Badly planned and poorly constructed school facilities will be with us for the next fifty years. It is extremely important for all of us to seek all the information we can before launching into a building program. Poor planning can be improved while in the preliminary stage and on paper; however, once this planning is represented in a building, it usually takes a long time to correct.

School planning starts and ends with the student. Every factor must relate in some way or other to the student. This is our product--it too is perishable! The student has two primary needs:

1. Physical needs consisting of safe structure, proper sanitation, sound conditioning, good heating, shelter, proper lighting, and adequate space

2. Emotional needs consisting of pleasant surroundings, inspiring environment, friendly atmosphere, colorful surroundings, restful locale, and a feeling of non-confinement.

In planning a school, the following procedures should be followed:

1. Initial procedure to be followed
   a. Name of administrative unit
   b. Geographical area
   c. Other administrative units in proposed area
   d. Levels to be served
   e. Numbers at each level to be served
   f. Occupational areas
   g. Plans for administration

2. Terms and conditions for approval of projects
   a. Facility functional
   b. Facility not elaborate or extravagant
   c. State and/or local funds available
   d. Funds sufficient for effective use

3. Procedure to be followed for final approval
   a. Plans and specifications
   b. Funds needed for site acquisition
   c. Funds needed for site improvement
   d. Funds needed for construction
   e. Funds needed for noninstructional equipment
   f. Compliance with federal and state labor regulations

4. Procedure during construction
   a. Supervision
   b. Weekly report from contractor (including payroll data)
   c. Interview representative from each craft every six months
   d. Pre-payment of federal funds
   e. Final payment prior to December 31 of last fiscal year
   f. Larger projects--two or more funding periods

Site selection is extremely important. Many sites are purchased at a very reasonable price; however, the funds needed for site improvement can prove exorbitant. Select a site that most adequately meets the needs and design of your proposed building. Some criteria for site selection are:

1. Soil condition (sub-strata). Make borings if necessary.
2. Utilities: water, electricity, sanitary sewer, heating fuels available
3. Access to proposed site
4. Slope and surface drainage
5. Future development
6. Environment: factory noise, smoke, odor, dirt, etc.
7. Central location, equalize travel distance for students
8. Size.

In selecting a site for a proposed school, thought should be directed toward future planning involving the following:

1. Determine where students live, where they will come from
2. Determine where pre-school children now live
3. Determine what land is available
4. Check ordinances for zoning
5. Determine boundaries which might hinder residential expansion

6. Study traffic patterns
7. Determine which direction community will grow--establish plans for holding action on land.

Planning should be based on soundly conceived educational principles. To help develop these principles, a planning team should be formed composed of the following:

1. Community
2. Local government
3. State government
4. National government
5. School board
6. Administration
7. Faculty
8. Architect
9. Architect's consultants.

Use should be made of many sources of information. It is not necessary to use all of the information, but at least you are aware of old and new trends. Information may be obtained from the following sources:

1. Architect
2. Consultants
3. School board
4. Administration
5. Faculty
6. Students
7. Parents
8. Community
9. Colleges and universities
10. Periodicals
11. Suppliers
12. Manufacturers.

Design today must meet the needs of the present and the future. Traditionally built buildings are inadequate for today's and tomorrow's needs. We must plan for greater flexibility and greater adaptability. Involvement of municipal planning commissions, industry, and education is necessary if we are to build high quality facilities that will not only serve our housing needs but indeed add prestige and stature to our image.

We as vocational educators must explain in detail our particular needs to the architects. We must also involve them in the depth and future projections of our program while at the same time we are learning more of their particular problems. These are creative and exciting experiences that are both necessary and rewarding.

Care must be used to see that we have provided for guidance functions through adequate and flexible facilities.

Services such as cafeterias and lounges are necessary and doubly so if the building is to serve adults as well as children by operating on an extended day or day and evening basis.

Library facilities for use by the school and industry as a technical resource center are valuable both from the standpoint of education and industrial community relations. Along with this, provisions for audio-visual devices, including TV, are extremely important in making flexible curriculum materials available to all.

TOPIC: Evaluation of Program for Vocational-Technical Education

Joseph R. Strobel
Formerly State Director of Vocational Education
Albany, New York

It is obvious to any group in vocational education what ought and what ought not to be in vocational education. Nothing would improve it more than an adequate system of evaluating it. In addition to the obvious bread and butter reasons why evaluations should take place, I would add three I consider significant:

1. The development of a comprehensive and responsive system for determining the effectiveness of a vocational-technical system in terms of state and/or local purposes.

2. The organization of a system to meet both long and short-term needs for program planning and decision making.

3. To provide leadership with respect to a system which will measure accomplishments and progress in relation to our goals, problems which need attention, recommendations for legislative or budgetary action for research, for feedback for planning, or for the dissemination of accurate and reliable information for the development and experimental activities and even recommendations pertaining to personnel.

Unless you have firm beliefs about a curriculum, about a staffing problem, about evaluation, or about organization, you cannot develop evaluative criteria. Here are beliefs which I could claim from people who are concerned with evaluation; and at times, I doctor them up with some of my own beliefs.

1. It is time to develop a new definition or a new concept of vocational-technical education. My concept of vocational-technical education is designed to contribute to the intelligent orientation and adjustment to the requirements of the modern world, to the choice, advancement, and competence in employment.

2. Evaluations should not apply only to limited phases of occupational education but should include every phase of the public education program that makes a contribution.

3. Evaluation should include the outcomes in terms of placement and advancement.

4. Much more attention to evaluation of adult education is needed.

5. There is a need to evaluate occupational guidance and counseling.

6. There is a need for evaluations which cross all occupational education fields.

7. We need to evaluate the whole system of vocational education as a whole rather than separately at the various levels.

8. Private occupational programs that exist in your community must be taken into consideration.

9. The process of evaluation needs to be simplified to the greatest extent possible.

10. Take a look at both strengths and weaknesses of a program.

11. The person who has the responsibility for implementing a program should play a part in its evaluation.

12. Evaluation needs to be at state and local levels in addition to national level.

13. Programs should be improved <u>before</u> the product is proven unsatisfactory.

14. Accrediting associations cannot be depended upon because they have given little attention to occupational education in local and area schools.

15. Educators outside of vocational education should be a part of any evaluation.

16. The casual observation of board members, and the rumors that they hear, provide no basis for judging an occupational education program.

17. The ideas of lay citizens can be very helpful to professional educators.

18. Get to know the terminology used in an evaluation and attach meanings to it.

19. You will have to develop your own set of purposes.

20. Evaluation programs must be flexible--one program will not apply to every situation.

21. Another working definition of evaluation would be the application of a system of values in appraising occupational education.

22. An evaluation is the means and not the end. It must provide for the foreseeable conditions of tomorrow.

TOPIC: Public Relations, Legislation, and Information

John A. Beaumont, Director
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This topic floored me when I received it--Public Relations, Legislation, and Information--because I'm far from an expert in any one of those particular fields. The more I thought about it, the more I drew on some of my marketing experience; for among some other things, I have been in the field of marketing, and the three fields in this topic really deal with methodology in relation to a product. Public relations, legislation, and information are rather simple if you had a worthwhile product well packaged. If public relations, legislation, and information were really a problem, there would probably be something wrong with the product. I am the first to admit that there are many things wrong with vocational education. First, I would like to speak out about the overlying problem about vocational education--vocational-technical education--if you prefer that term. Nobody has been concerned about vocational-technical education. I shouldn't say "nobody;" but a very few people. This has been the most divided field of which I have ever seriously thought.

The various divisions of vocational education remind me in a sense of the fuss in religions, and the walls that have been built around the various Protestant religions. The situation between vocational education and general education reminds me of the problems of division between Catholicism and Protestantism and the wall that has been built between those two. Now there is a common link, and I think there's a common link in vocational and technical education; but there are still major problems in relation to putting into a unified role and the unified approach of vocational and technical education as such. I think you see this all over the nation, in the state departments, in the American Vocational Association, and in colleges and universities.

I have tried to interpret what the Vocational Education Act of 1963 could and should mean to vocational education. It is difficult to interpret a whole series of activities; you have to interpret something that people can get hold of simply and easily. I know this is not what a lot of my friends like to hear--not what a lot of my friends when I was in the distributive field liked to hear. Basically, we've got to come to grips with the fact that we are in a program of vocational and technical education, and we must understand that program if we are going to interpret it and if we are going to move it through the legislature, and if we are going to move it in a public relations manner.

We are going to have to move our program as vocational and technical education first of all; this is the way it will be understood and accepted, and we are going to have to move it in relation to education too. In Illinois we did reorganize our state staff, and it probably was not done as democratically as it might have been done.

I work for the Office of Education, and I am on loan to the State of Illinois for a period of two years to bring about some changes in vocational-technical education. That was my assignment when I came--by the Board, by the Governor, and by the Chief State School Officer--to change some directions and see if we could put it more in relation to the Vocational Education Act of 1963. It was not an assignment to make me very popular, I know, because change is always unpopular.

Sometimes you have to go forward even though you cannot clearly identify just where you expect to be six months, a year or so ahead. The journey may be worthwhile even though the destination is not clearly identified. Some way we have to develop a network in which we have to initiate a dialogue about vocational-technical education to real decision makers. The president of the junior college board, the superintendent of schools, the board of education, the legislature, the chief officers in state organizations, the governor, the head public aides, the head of welfare, the head of family services, the head of labor--they are not concerned with the details of this thing as we have developed them over the years. We in vocational education are concerned as to what it can mean to vocational educators in their problems, and if you are to establish this dialogue, you have to have an understanding of what it is and you have to have methodology to develop a dialogue of this nature. These are the people who are going to make or break your program. These are the people who are going to make the decision whether it moves or whether it retains a now-limited character. So you have to find a way to do something about this, and you have to find a way to employ all forces in your staff on the problems that are concerned with vocational and technical education.

Unless you organize in such a way that you have a group concerned with vocational and technical education, you cannot get at the real problems in public relations, legislation, and information. To me there is a philosophy, a concept, a methodology, and there is a funding of vocational education as vocational education.

EVALUATION OF SEMINAR

An evaluation was made by the participants at the end of the first week. In general, the evaluation indicated that the seminar was meeting the objectives as set forth in the opening session. Constructive criticisms made it possible for the staff to make minor revisions during the second week to give added enrichment to the program.

The response from the final evaluation indicated the seminar was "very successful" by a large majority of the participants. The remainder of the group felt the seminar was "quite successful." As usual, some sessions were favored over others but in all cases each participant indicated the two weeks had been very profitable.

The group expressed a feeling of appreciation for participation by the individual and, as a whole, most of them felt this opportunity to participate was provided. Interest was high in regard to the various leadership techniques that were introduced and placed into practice. All of the techniques received general favor from the participants with the exception of the Task Force assignment. They felt the technique itself was very valuable but suggested the assignment be made more realistic and that resource material be more available.

The endorsements and criticisms were most constructive and should serve to make future leadership seminars even more profitable. The prime objective of the seminar was to develop leadership in individuals who will be responsible for a rapidly expanding program in vocational-technical education at every level throughout the nation. The overwhelming reaction of this group was that this objective had been met. All sixty participants worked very hard and cooperated most congenially to make the seminar a success.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Division of Vocational Education
Washington, D. C.

NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE
Trade and Industrial Education

POST CONFERENCE EVALUATION

Conference Identification____

DIRECTIONS: Please indicate your <u>feelings</u> about the conference in which you just participated. Do not sign this questionaire. Draw a circle around the "X" that most nearly expresses how you feel.

1.	Very Successful	Quite Successful	About Average	Not Very Successful	Very Poor Conference
	X	X	X	X	X

2. Conference strong points:

3. Conference weaknesses:

4. What was most important and useful to you?

5. Briefly comment on <u>major reasons</u> for your reaction.

LEADERSHIP DEVELOPMENT SEMINAR

CONFERENCE EVALUATION

First Week

We are interested in getting your reactions, comments, constructive criticism, and suggestions regarding specific phases of the Conference. You need not identify yourself, unless you wish to do so. No attempt will be made to identify your paper, so feel free to express your opinions with complete frankness.

Please react to every item on the evaluation form. Draw a circle around the X that most nearly expresses your reaction. You are urged to comment wherever you wish to further clarify your point of view.

1. To what degree did you understand the objectives of the Conference and those of the various sessions?

Very Clearly	Clearly	Reasonably Well	Not Very Well	Not At All
X	X	X	X	X

Comment:

2. In what measure were the stated objectives accomplished?

Fully	Adequately	Fairly Well	Inadequately	Not At All
X	X	X	X	X

Comment:

3. What is your reaction to the advanced planning and preparation for the Conference?

Very Well Done	Well Done	Adequate	Inadequate	Very Inadequate
X	X	X	X	X

Comment:

4. As a result of participation in the Conference, my concepts of what a leader in the areas of teacher training and curriculum development in trade and industrial education should know and be able to do have been

Greatly Clarified	Improved	Slightly Modified	Unchanged	Confused
X	X	X	X	X

Comment:

5. To what extent were members given an opportunity to participate actively in the meetings?

Every Opportunity	Many	Some	Few	Almost No Opportunity
X	X	X	X	X

Comment:

6. In your opinion, were there opportunities for personal conferences with group leaders and resource persons?

Numerous	Very Adequate	Adequate	Hardly Sufficient	Insufficient
X	X	X	X	X

Comment:

7. The physical arrangements seemed to be

Perfect	Good	Adequate	Fair	Poor
X	X	X	X	X

Comment:

8. As to the provisions for getting acquainted and the allotment of time for fellowship, I feel arrangements were

Very Adequate	Adequate	So-so	Not Quite Adequate	Inadequate
X	X	X	X	X

Comment:

9. Please list changes you feel would improve the Conference. (Touch on such items as: other objectives, different dates, new topics, specific resource people, variations in Conference leaders and the like.)

10. Additional comment.

ROSTER

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